

**THE INFLUENCE OF USING DIRECT METHOD TOWARDS
STUDENTS' VOCABULARY MASTERY AT THE FIRST
SEMESTER OF SEVENTH GRADE OF MTs
AL HIKMAH BANDAR LAMPUNG IN
THE ACADEMIC YEAR OF 2018/2019**

A Thesis

Submitted as a Partial Fulfillment
of the Requirement for S1-Degree

By :

**MARETA INDRI LESTARI
NPM. 1411040287**

Study Program: English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
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2018**

ABSTRACT

THE INFLUENCE OF USING DIRECT METHOD TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF MTs AL HIKMAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2018/2019

**By
Mareta Indri Lestari**

Vocabulary is one of aspects in language skill that should be mastered by the students. Vocabulary mastery is an ability of speaker or writer to use all the words of language that they have learnt in conducting both oral and written communication. The students' vocabulary mastery of MTs Al Hikmah Bandar Lampung is still low. It can be seen from the students' vocabulary mastery score in preliminary research. There were 66.43% of the students who got the score under 70 as the criteria of minimum mastery. Because of that, the researcher applied Direct Method. Direct Method is one way to help students' vocabulary mastery by doing some procedures in the method. The objective of this research was to know whether there is a significant influence of using Direct Method towards Students' Vocabulary Mastery at the Seventh Grade of Mts Al Hikmah Bandar Lampung in the Academic Year of 2018/2019.

The research methodology was quasi experimental design. In this research, the population was the seventh grade of Mts Al Hikmah, Bandar Lampung. The sample of this research was two classes consisted of 28 students for experimental class and 30 students for control class. In the experimental class, the research used Direct Method. On the other hand, in the control class, the research used Grammar Translation Method. The treatments were held in 3 meetings in which 2 x 40 minutes for each class. In collecting the data, the research used instrument in the form of multiple choice questions which had been tried out before the treatments. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatments, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data to calculate independent sample t-test.

Based on the result of the test in this research is 3.65 and at the score of $t_{critical}$ with the level of significant α 0.05 is 2.02. Based on the data, it can be concluded that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted because the $t_{observed}$ is higher than $t_{critical}$ ($3.65 > 2.02$). it means that Direct Method has a significant influence towards students' vocabulary mastery at the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.

Keywords: *Direct Method, Vocabulary Mastery, Experimental Research Design.*



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MASTERY AT THE FIRST SEMESTER OF
SEVENTH GRADE OF MTs AL-HIKMAH
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First of all, praise be to Allah the Almighty, the Most Merciful, the Most Beneficent for His blessing and mercy given to the researcher during her study and completing this thesis. Then, peace be upon the great messenger prophet Muhammad.

This thesis entitled “The Influence of Using Direct Method towards Students’ Vocabulary Mastery at the First Semester of the Seventh Grade of MTs Al Hikmah Bandar Lampung in the Academic Year of 2018/2019” can be finally completed. The primary aim of writing this thesis is to fulfill a partial fulfillment of the requirements to obtain S1-degree.

Then the researcher would like to thank the following people for their ideas, time and guidance for this thesis:

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Finally, none of nothing is perfect and neither is this thesis. Any correction comments and criticism for the betterment of this thesis are always open heartedly welcome.

Bandar Lampung, October 2018
The researcher,

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CURRICULUM VITAE

The researcher's name is Mareta Indri Lestari. She was born in Bandar Lampung, on March 24th 1996. She is the third child out of four children of Mr. Mugito and Ms. Suwarni (almh). She has three sisters, their names are Tien Puspitasari, S.Pd, Anjar Istiani and Mega Aris Tania, A.Md.

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DECLARATION

I hereby state this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the thesis.

Bandar Lampung, October 2018
The Researcher,

Mareta Indri Lestari
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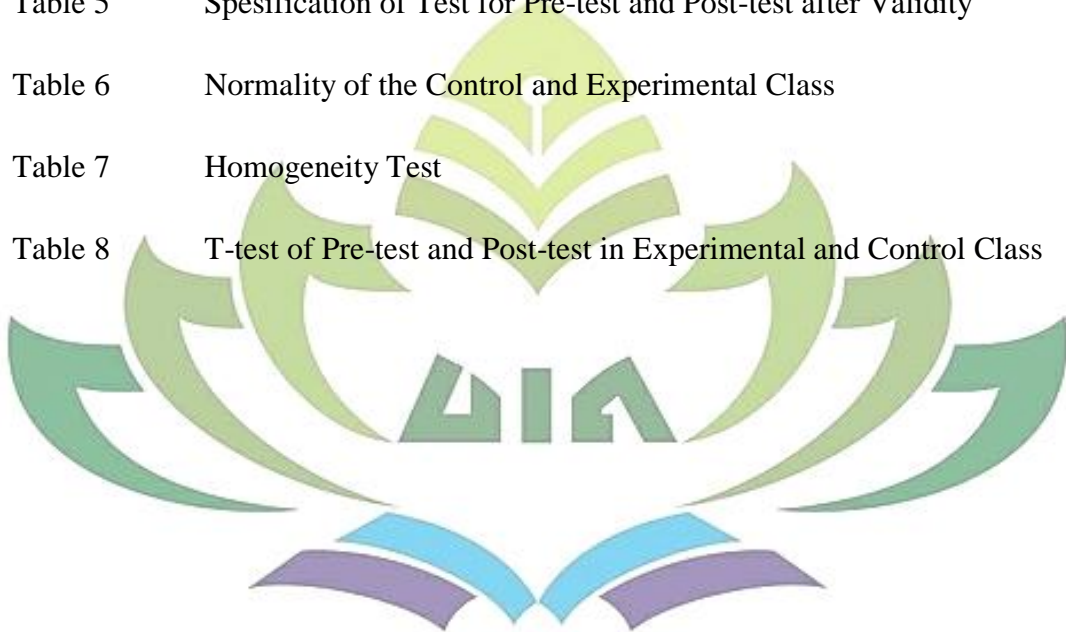


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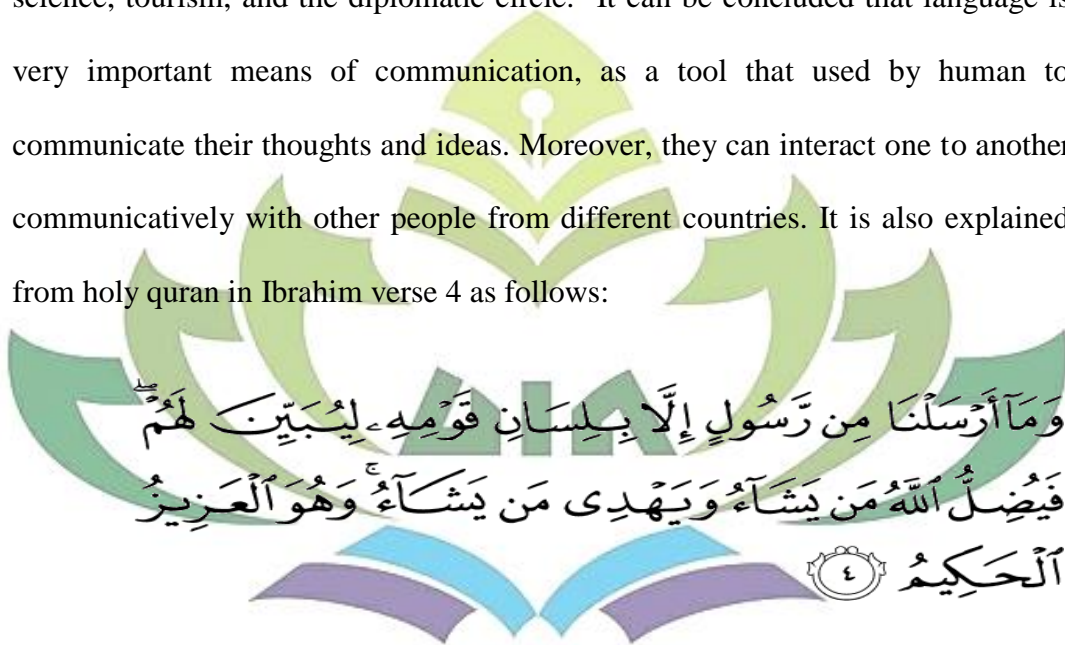


CHAPTER I

INTRODUCTION

A. Background of Problem

Language is a tool to express our identity. It is because of language is used to communicate with another people. Communication has a very important position in almost every aspect of life such as kinds of business, commerce, technology science, tourism, and the diplomatic circle.¹ It can be concluded that language is very important means of communication, as a tool that used by human to communicate their thoughts and ideas. Moreover, they can interact one to another communicatively with other people from different countries. It is also explained from holy quran in Ibrahim verse 4 as follows:



“ We send not an apostle except (to teach) in the language of his (own) people, in order to make (things) clear to them. Now Allah leaves straying those whom He pleases and guides whom He pleases: and He is Exalted in power, full of Wisdom.” (Ibrahim: 4)²

¹ Lies Sercu, *Foreign Language Teachers and Intercultural Competence an International Investigation*, (Toronto: Cromwell Press Ltd, 2005), p. 1

² Abdullah Yusuf Ali, *The Meaning of Holy Qur'an*, New Edition Revised Translation (Bestville: Amana Publication, 2005), p. 85

From the Quran verse above, it can be seen that a language was used as a tool that given to people from God to communicate with another. People can not interact with other people without using a language. In education we can mention an apostle here as a teacher and the teacher will use the students' language to convey the subject in order to make the students understand about the subject. It can be concluded that the language is a tool that the people used to interact with another to express their ideas, thought and feeling.

In Indonesia, English has been used as the foreign language and to be taught in every level of education such as Elementary School, Junior High School, Senior High School, and University. Language learning in the classroom is usually based on the belief that language is a system of wordings governed by a grammar and a lexicon. English is taught in the school as a special education that needs a good preparation and instructional management so that teaching and learning process can be done successfully.³ Without good preparation and instructional management, the teaching and learning process will fail.

Hutchinson and Waters state that English is an important language used by many people to communicate each other in the world. Learning English as foreign language is very important since English is the key to international currencies of

³ Corony Edwards, *Teacher exploring Task in English Language Teaching*, (New York: Palgrave Macmillan, 2005), p. 13

technology and commerce.⁴ Communication involves the four skills namely listening, speaking, reading, and writing. All of the skills in English and other components are so important. The language components such as structure, vocabulary, pronunciation, and spelling could be taught to support the development of four skills.

In learning English students have to know a lot of vocabulary in English. They must learn the meaning of the word and how to use it. Vocabulary is very important to be introduced to students as early as possible, so that students will not find difficulty in learning English. By mastering vocabulary, students will be able to understand the language either orally or in written. Students are introduced with nouns, verbs and adjectives. Basically the introduction of English vocabulary to elementary school students is not always easy. To make students are easy to learn, teachers should use appropriate teaching media or teaching techniques to teach in the classroom.

Hornby states that vocabulary is the total number of words in a language.⁵ In speaking to someone, vocabulary has a very important role. Both speak in delivering their idea and as a means of communication in society. Vocabulary is a basic tool of a person who would learn the language. Therefore, the vocabulary is

⁴ Tom Hutchinson and Alan Waters, *English for Specific Purpose-A Learning-Centered Approach*, (Cambridge University Press, 1987), p. 6

⁵ A. S Hornby, *Oxford Advanced Learner's Dictionary Current English*, (London: Oxford University Press, 1984), p. 959

used to form sentence, expressing the content of the thoughts and feelings perfectly, both oral and written. Learning vocabulary is a very important part of learning a language. The more words you know, the more you will be able to understand what you hear and read; and the better you will be able to say what you want to when speaking or writing.

Thornbury states that by having adequate vocabulary, one will be able to communicate to other people to express his idea clearly and easily.⁶ It means that If students have adequate English vocabulary, they automatically will further support the achievement of the English competence. Therefore, students need vocabulary which can support them to produce and use meaningful sentences. So, we can make our communication well if we have good vocabulary mastery.

Mastering vocabulary means that we know all the words in the language which we used. Rivers in Nunan has argued that the acquisition of an adequate vocabulary is essential for the successful the language learner, without an extensive vocabulary they will be unable to use the language communicatively.⁷ Based on the fact above, learning English vocabulary is important for learners of English especially for Seventh grade students because English becomes a foreign language in Indonesia. Therefore, by mastering vocabulary, the students will master the language skills easily.

⁶ Scott Thornbury. *How to teach vocabulary*. (London: Person Education. 2002) p. 1

⁷ David Nunan., *Language Teaching Methodology*, (London: Prentice Hall International, 1991), p. 118.

The vocabulary learning is at the heart of language learning and language use. In fact, it makes the essence of a language. Without vocabularies, speakers can not convey the meaning and communicate with each other in a particular language. It is supported by Cameron who says that vocabulary has been seen as major resource for language use.⁸ Vocabulary is one of the first things that should be taught in learning a language. Besides, the lessons of vocabulary can help students expand vocabulary.

Based on the preliminary research data obtained by interviewing the teacher, Siti Munarsih, SP.d, the English teacher in MTs Al-Hikmah Bandar Lampung, it was said that the students had some weaknesses in translating and memorizing the words in English learning process.⁹ Below is the table about the vocabulary score at the seventh grade of MTs Al-Hikmah Bandar Lampung :

Table 1
The English Vocabulary Score of Seventh Grade of MTs Al-Hikmah Bandar Lampung 2017/2018

No	Score	Class					Total	Percentage
		VII A	VII B	VII C	VII D	VII E		
1.	≥70 (Passed)	8	10	12	9	8	47	33.57%
2.	< 70 (Failed)	22	20	16	17	18	93	66.43%
TOTAL							140	100%

Source: The Data of Documentation English Teacher at MTs Al-Hikmah Bandar Lampung 2017/2018

⁸ Lynne Cameron, *Teaching Language to Young Learners*, (New York: Cambridge University Press, 2001), p. 94

⁹ Siti Munarsih, the English teacher in MTs Al-Hikmah Bandar Lampung. An interview

Based on the table above, there were 47 students out of 140 students passed based on criteria of minimum mastery (KKM) and there were 93 students failed. In this case, the standard score of KKM in MTs Al-Hikmah Bandar Lampung was 70 and there were many students who got score under 70. It means that most of students are still low in vocabulary mastery.

In addition, by interviewing some students of MTs al Hikmah Bandar, it was found that most of students still found difficulties to practice English in their daily activity in their classroom. There are many factors that cause their difficulties such as they were afraid of making mistake, felt bored and depressed with a lot of vocabulary item assigned to be memorized and also the teacher did not apply attractive methods in teaching vocabulary. On the other hand, in teaching the use of interesting method was rarely used because the teacher only used Grammar Translation Method to teach vocabulary.

Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.¹⁰ In this teaching method the teacher gave grammatical pattern, some vocabularies and sentences for the students and asked students to translated and memorized them. The students were not practiced to

¹⁰ Jack C. Richard and Theodore S. Rogers. *Approaches and Methods in Language Teaching, a Description and Analysis*. (New York: Cambridge University Press, 2001), p. 5

spoke English by the teacher in the classroom. Therefore the students were still difficulties to develop their vocabularies.

From the explanation above, it can be found that in teaching learning process, the causes of the students' problem in vocabulary mastery were still low because the teacher used monotonous method that it made the students were not interested in learning. In teaching English vocabulary a teacher must be active and creative in the appropriate teaching method to apply English vocabulary to the students. Teaching method are used by teachers to help delivering classroom materials. A teacher should be able to choose the appropriate teaching method to deliver material related to the material to be provided. Therefore, the teachers should have various method to help the students in vocabulary mastery. The method that can be used in teaching and learning process is by using direct method.

Larsen-Freeman states that Direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.¹¹ So, it can stimulate activity and creativity of students in teaching and learning process.

¹¹ Dian Larsen Freeman, *Techniques and Principles in Language Teaching*. (New York: Oxford University Press, 2000). P. 23

This method which can help students to concentrate and remember certain information. Direct method can improve socialization among the students because in this method demands teamwork within the group. In addition, direct method is very practical and can be used on certain material. In Direct method, the teacher should demonstrate and describe. The teacher does not explain or translate the material; it is desirable that teacher make a direct association between the target language and meaning. In teaching vocabulary, the teacher can use it with the real objects, picture and etc. Therefore the students can easily remember the vocabularies because they are acquired more naturally. The students use the vocabularies in full sentences rather than memorize a word list. It can make the students are active in class and often interact with fellow students.

The research about direct method has been done by Ansori entitled “Developing English Vocabulary through Direct Method of the First Grade at Mts Guppi Karang Sari Air Naningan Tanggamus Lampung 2010/2011.”¹² He concluded that using Direct Method to developing English vocabulary can arise the students’ interest and it can create good atmosphere and motivate the students in order to increase their vocabulary. Thus, it can be reference activity to teach English.

Another research conducted by Wendy entitled “The Effect of Using Direct Method on the Students’ Speaking Ability at the First Year of Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang District of Bangkinang Seberang

¹² Ansori, *Developing English Vocabulary through Direct Method of the First Grade at MTs Guppi Karang sari Air Naningan Tanggamus Lampung 2010/2011*. P, 8 and 57

Regency of Kampar 2011/2012.”¹³ He states that the students get good speaking ability after being taught by using Direct method. The students’ speaking ability improves and is significantly better than before teaching using Direct method. As a result, teaching speaking using Direct method is effective to teach English, especially for the students’ speaking ability.

From the explanation above, it can be inferred that this research wants to know the influence of Direct method in vocabulary mastery. In this case, the research will be conducted entitled “The Influence of Using Direct Method towards Students’ Vocabulary Mastery at the Seventh Grade of MTs Al-Hikmah Bandar Lampung in the Academic Year of 2018/2019”.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follow :

1. The students were still difficult in translating and memorizing the vocabularies.
2. Students’ vocabulary mastery was still low.
3. The students felt difficult and get bored in learning English
4. The method that teacher used was monotonous.

¹³ Wendy Hendry, *The Effect of Using Direct Method on the Students’ Speaking Ability at the First Year of Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang District of Bangkinang Seberang Regency of Kampar 2011/2012*.p, 5 and 43

C. Limitation of the Problem

Based on the background and the identification of the problems above, the researcher focused on the use of direct method and students' vocabulary mastery. The researcher limits the material focused on nouns, verbs and adjectives about people, animals and things. It is accordance with the syllabus for SMP/MTs and taught at the first semester of the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.

D. Formulation of the Problem

Based on the background of the problem described above, the researcher focused on the problem below : “Is there any significant influence of using direct method towards students' vocabulary mastery ?”

E. Objective of the Reasearch

The objective of the research was to know whether there is any influence of using direct method towards students' vocabulary mastery.

F. Use of the Research

The uses of the research were as follows:

1. Theoritically,

The results of this research were expected to support the previous study and to be used as a reference for further research.

2. Practically,

- a. For the teacher, it was expected to give feedback on teaching language activities or could be one of choices to do in their classroom.
- b. For the students, it was expected that the students could enjoy in the learning process and it could improve students' vocabulary mastery.
- c. For the school, it could be used as information to the English teacher of MTs Al Hikmah Bandar Lampung about the influence of using direct method toward students' vocabulary mastery
- d. For other researcher, it was expexted that other researcher would get the knowledge and help the other researcher to make good research future time.

G. Scope of the Research

Scopes of the research were:

1. Subject of the research

The subject of the research was the students at the seventh grade at MTs Al-Hikmah Bandar Lampung.

2. Object of the research

The object of the research was the use of direct method and students' vocabulary mastery.

3. Place of the research

This research was conducted at the seventh grade at MTs Al-Hikmah Bandar Lampung.

4. Time of the research

This research was conducted at the first semester in the academic year of 2018/2019.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Frame of Theories

1. Teaching English as a Foreign Language

Language is a set of rules used by human as a tool of their communication. It means language is very important to human life. All interaction and activities will be run with language. Language is a system for expression of meaning and primary function of language is for interaction and communication.¹⁴ Language is main means by which the human personality expresses itself and fulfils its basic need for social interaction with other person.

As a foreign language, English language is called as target language. English is the language which is most-widely used by people all over the world. They use it as either their native language, second language, or foreign language.¹⁵ People in Indonesia use English as a foreign language. It means that they do not use it as a means of their everyday communication. However, they just formally learn it at school as a compulsory subject. They are taught the four language skill, listening, speaking, reading, and writing, and the components of language such as grammar, vocabulary, and pronunciation.

¹⁴ Jack C. Richard and Theodore S. Rodgers. *Approaches and Methods in Language Teaching*. (New York: Cambridge University Press, 2001). P. 13

¹⁵ Jeremy Harmer, *The Practice of English Language Teaching*, (London: pearson aducation, 2007), p. 265

However, teaching English as a foreign language should be different from teaching it as a second language. Setiyadi states that language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences learning theories may affect the learning methods.¹⁶ It means that in teaching English as a foreign language, the teacher should know what they do in order that he or she can make his or her students learn it. In other words, the teacher should prepare the materials, instructions, and teaching techniques well. In addition, Brown state that teaching showing or helping someone to learn how to do something, giving instructions, guiding in study of something, providing with knowledge, causing to know or understand.¹⁷ It means that teaching English gives knowledge to someone from not understood to understand.

Based on the explanations above, it can be inferred that teaching English as a foreign language is a process to comprehend about content of English, so the students can be helped to understand about English. The students who learn English as a foreign language have opportunity to practice or use their English in real life situation. Teaching and learning will success if the teacher knows how to

¹⁶ Ag. Bambang Setiyadi, *Teaching English as a foreign language*, (Yogyakarta: Graha Ilmu, 2006), p.20

¹⁷ H. Doughlas Brown, *Principle of Language Learning and Teaching*. (San Fransisco: Longman, 2007), p. 8

teach it well. To achieve the goal of English teaching, it needs media and other facilities which can support and achieving the goal.

2. Concept of Vocabulary

a. Definition of Vocabulary

Vocabulary is central to the learning and teaching of a second language as it affords learners access to all forms of oral and written communication that includes literature, music, and content knowledge. Word knowledge is power as words serve as building blocks to learning. Vocabulary building often occurs through reading; however, in the foreign language classroom due to the heavy concept load involved in reading a second language it is unlikely that students will acquire the essential vocabulary needed to comprehend the content and information they encounter in many texts.¹⁸ The concludes that vocabulary is all the words that contained in the language. In speaking to someone, vocabulary has a very important role, both speak in delivering their idea and as a means of communication in society.

According to Webster, vocabulary is a list of words. Usually arrange in alphabetical order and defined. The stock of words used for communication or expression in particular art, skill, etc.¹⁹ It means that vocabulary is one of the very

¹⁸ Aleidine J. Moeller, Olha Ketsman and Leyla Masmaliyeva. *The Essentials of Vocabulary Teaching: From Theory to Practice*, (Lincoln: University of Nebraska, 2009). P. 2

¹⁹ Webster, *The New Webster's Dictionary of Current of English*, (New York: Oxford University), 1988, p. 68

important parts in learning language. If the students' vocabulary is limited, they will find some difficulties in using English for communication in English. Vocabulary is important for us to use language, without vocabulary we cannot develop the language skills namely, listening, speaking, reading, and writing.

Hornby states that vocabulary is a total number of words with the rules for combining them to make up the language.²⁰ So it means that without vocabulary it is impossible or nothing to develop. Language vocabulary can help the students in speaking, so that by having adequate vocabulary, there are no difficulties in comprehending the text or appreciate the meaning of the text. Here, the researcher assumes that vocabulary is very important for the students to learn in order that they can express their minds, make sentences, interact and also catch the meaning from the text.

Hibert and Kamil state that vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing.²¹ It can be said that has a big contribution in supporting the successful of language use. It is impossible to learn about language if students are lack of vocabulary.

²⁰ A. S Hornby, *Oxford Advanced Learner's Dictionary Current English*, (London: Oxford University Press, 1984), p. 959

²¹ Elfrieda H. Hibert and Michael L. Kamil, *Teaching and Learning Vocabulary* (Bringing Research to Practice), (London: Laurance Erlbaum Associates (LEA), 2005), p. 3

Based on the ideas above, it can be concluded that vocabulary is the most important component of language that focus on the meaning of words and become the basic of English skill that should be mastered by the learner, both in spoken and written.

b. Teaching and Learning Vocabulary

Teaching is defined as showing or helping someone to learn how to do something, giving interaction, guiding in the study of something, providing with knowledge, causing to know or understand.²² Based on the explanation, teaching vocabulary is an activity where the teacher gives the students' knowledge about vocabulary and how to use it in daily life. Moreover, the teacher should decide how to teach vocabulary in the class. According to Thornbury the teacher has decided to teach a related set of words depend on the following factors:

1. The level of the learners (whether beginners, intermediate, or advanced). It means that the teacher should give the material that is proper to the level of the students.
2. The learners' likely familiarity with words (learners may have met the word before even though they are not part of their active vocabulary).
3. The difficulty of item – whether, for example, they express abstract rather than concrete meanings, or whether they are difficult to pronounce.

²² H. Douglas Brown, *Loc. Cit.* . p. 8

4. Their 'teach ability' – whether, for example, they can be easily explained or demonstrated.
5. Whether items are being learned for production (in speaking and writing) or for recognition only (in listening and reading).²³

In addition, students have different level and encourage their students to gain success in learning the language. The method or technique can motivate them on teaching language. There are so many ways on teaching vocabulary mostly English teacher uses. Such as technique, game, media, etc. Teacher knows that in presenting the new vocabulary, the English teacher cannot give the students list of words, but they should be creative to manage and introduce the words with a good and appropriate way. The purpose of learning vocabulary is to make students understand the meaning of words. To understand means not only to memorize a number of words but also to use them in a sentence and daily activity.

Based on the statement above, it can be concluded that teaching vocabulary does not only the explanation of meaning, but also illustrating and present the vocabulary. There are five factors that have related on teaching set of words be considering by the teacher, the level of the learners, the learners are likely familiar with words, the difficulties of the item, their teaching ability and whether items are being learned for production or for recognition only.

²³ Scott Thornbury, *How to Teach Vocabulary*, (London: Pearson Education, 2002), p.75

c. Aspect of Vocabulary

Harmer summarizes that there are some aspects that have to be discussed in vocabulary, namely: word meaning (polysemy, synonym, antonym, hyponym, connotation, and denotation), extending word use such as idioms, word combination or collocation, and the grammar of words which comprises noun, verb, adjective, and adverb.²⁴

1) Word Meaning

Word Meaning means the least problematic issues of vocabulary, it would seem, is meaning. A word meaning can also be defined by its relationship to other words. One should also know the denotation and connotation of a word in order to know the negative or positive meanings that occur in the word. There are some kinds of word meaning, they are polysemy, antonym, synonym, hyponym, denotation and connotation.

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the **foot** of the mountain. The term antonym is used for apposite meaning of word. For example: “full” is an antonym of “empty”. The word synonym means that two or more words have the same meaning. For example: synonym of smart is clever, bright may serve as the synonym of intelligent. The

²⁴ Jeremy Harmer, *Op. Cit.* p. 33

word hyponym means that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse. Moreover, the word denotation is also called as some terms such as denotational meaning, cognitive meaning, conceptual meaning, ideational meaning, referential meaning, or proportional meaning.²⁵ The last, Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2) Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different context and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretch throw the set or methaporical an idiom use. For example: “you are an apple in my eyes” this idiom expression show that it began to praise someone.

3) Word Combinations

Although words can appear as single item which are combined in a sentence. (The mongoose bit the snake), they can also occur in two or more items groups (the normally lightning-quick reactions of the reptile let it down). They often combine with each other in ways which competent speakers of the language recognize

²⁵ Gorys Keraf, *Diksi dan Gaya Bahasa*, (Jakarta: PT. Gramedia, 1984), p. 28

instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.

4) Word Grammar

The last is about word grammar which is employed by distinguishing the use of word based on the use of certain grammatical pattern such as noun, verb, adjective, adverb, etc. We make a distinction between countable and uncountable nouns. The former can be both singular and plural. We can say one chair or two chairs, etc.²⁶

From the statements, it can be concluded there are some aspect of vocabulary: they are word meaning, extending word use, word combination and word grammar. In this research, it will be focused on the word meaning and word grammar because both of them have learned by the students.

d. Definition of Vocabulary Mastery

Language is formed by word. If there are no words there will be no language. According to Thornbury, he states that all language have words. He also says “by having adequate vocabulary, one will be able to communicate to other people and express his idea clearly and easily.”²⁷ It means that vocabulary consist of the words

²⁶ *Ibid*, p. 18-21

²⁷ Scott Thornbury, *Op. Cit*, p. 1

that are used by people in a language for communication. By mastering vocabulary, the students will be able to produce so many sentences easily either in spoken or written.

Brown states that vocabulary is seen in its central role, conceptualized meaningful language.²⁸ Based on the statement, it is important for the teacher to create some way in teaching vocabulary. In teaching learning must be lively and enjoyable. So that the students can receive and understand it easily. Moreover, it is hoped by mastering great number of vocabulary. It will be easier for the students to learn a foreign language and use it for communication.

Thornbury states that without grammar very little things can be conveyed, without vocabulary nothing can be conveyed.²⁹ It means that we can still understand the language even if we nothing about grammar. Besides, the language will tell us nothing, if we do not know anything about vocabulary. Thus, vocabulary is an essential part of language, which makes the language meaningful. Therefore, in activity learning language, a learner can try to use the language by using vocabulary onto certain sentences in order to be able to communicate and transfer their ideas.

²⁸ H Douglas Brown, *Teaching by Principles an Intractive Approach to Language Pedagogy* (San Fransisco: Longman, 2000), p. 377

²⁹ Scott Thornbury, *Op. Cit*, p. 13

According to Kridalaksana, vocabulary represents: Language component claiming all information about meaning and word usage, Vocabulary mastery of the speakers or writer of a language.³⁰ It means that vocabulary should be mastered in language learning especially in teaching and learning English as a foreign language. Vocabulary mastery is not only mastering in written form but also in oral form. Therefore vocabulary can be presenting or explaining in all of activities.

Mastery means understanding well or simply reaching a certain level of understanding of particular content, whereas competence represents the ability to apply what has been mastered. According to Guskey “Mastery is a term that all educators use and believe they understand well. But when pressed to describe precisely what it means to master a concept, skill or subject everyone has a different definition.”³¹ It can be concluded that vocabulary mastery is a complete skill of the students to understand well and communicate by using words they have learned.

From the statement above, it can be assumed that students’ vocabulary mastery is students’ ability to comprehend the meaning of vocabularies in learning process a

³⁰ Harimurti Kridalaksana, *Kamus Linguistik*, (Jakarta: PT. Gramedia Pustaka, 2008), p.142

³¹ Thomas R. Guskey, *Educational Leadership*. (New York: Cambridge University Press, 1994), p. 1

foreign language especially English and add a lot of new words in such aspects as word meaning and word grammar including nouns, verbs and adjectives.

e. Types of Vocabulary

There are many kinds of vocabulary, according to Thornbury says that vocabulary includes in the category of word classes.³² Word classes are subdivisions of words built around the grammatical characteristics of the words and their use in sentences. Words are analyzed on the basis of their formation and their use in sentences. In addition, Easwood state that there are eight main word classes in English.³³ They are noun, verb, adverb, adjective, pronouns, preposition, conjunctions, and determiner. In this research, it will be focused on noun, verb, and adjective because they are included in syllabus. Those can be described are :

1) Noun

According to Frank, noun is one of the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or head word in many structures of modification.³⁴

³² Ibid, p. 3

³³ John Easwood, *Oxford Guide to English Grammar* (New York: Oxford University Press, 1994), p.3

³⁴ Marcella Frank, *Modern English Practical Reference Guide*, (New York: New York University, 1972), p. 7

There are some main types of nouns, namely common nouns (words for people, places and things are called common nouns), proper nouns (the names of particular people, places and things), countable noun and uncountable noun.

1. Common nouns

a) Common nouns are words for things

These common nouns are words for things: *ruler, chair, hammer, bicycle, truth, pen, table, saw, ship, calculator, crayons, sofa, axe, truck, television, pencil, loyalty, drill, ferry, fridge, book, lamp, ladder, train, cooker, dictionary, carpet, telephone*, etc.

b) Common nouns are words for animals

These common nouns are words for animals: *dog, puppy, cat, kitten, cow, calf, horse, foal, sheep, lamb, goat, kid, frog, tadpole*, etc.

c) Common nouns are words for places

These common nouns are word for places: *bank, airport, hotel gas station, library, park, museum, farm, mall, zoo, theater, factory, hospital*, etc.

d) Common nouns are words for people who do certain things

These common nouns are words for people who do certain things: *singer, manager, tailor, gardener, dancer, pilot, police, secretary, farmer*, etc.

2. Proper noun

As mentioned before the proper noun is word that showed about names of particular people, places, and things. According to Sargeant, there are some kinds of proper noun such as the people's names are proper nouns (Such as: Robin Hood, Florence, etc), the names of the days of the week and the months of the year are proper nouns, the names of special days and celebrations are also proper nouns, the names of famous places, buildings and monuments are proper nouns, and the names of people who live in a particular country are also proper nouns.³⁵

3. Countable Noun

Countable noun can be singular or plural: book(s), hotel(s), day(s), job(s), mile(s). We use countable nouns separate individual things such as books and hotels, things we can count. Many countable nouns are concrete: table(s), car(s), shoe(s). But some are abstract: situation(s), idea(s).

4. Uncountable Noun

Uncountable nouns are neither singular or plural: water, sugar, salt, music, electricity. We use uncountable nouns for things that do not naturally divide into separate units, such as water and sugar, things that we can not count.

³⁵ Howard Sargeant, *Basic English Grammar*, (Essex: Saddleback Educational Publishing, 2007), p. 49

2) Verbs

The word 'verb' comes from the latin *verbum* meaning 'word'. Verbs are doing, being or having words. Sentences are complete only if they contain both a subject and a verb. The verb is part of backbone of any sentences joining the noun or subject as one of two absolutely necessary elements of a complete sentence.³⁶ Sentences are complete only if they contain both a subject and a verb. Most verbs describe actions, so they called action verb. Action verbs tell what people or thing are doing. Here common action verbs such as: drink, eat etc.³⁷ There are at least seven kinds of verbs. There are transitive verb, intransitive verb, copular verb, ditransitive verb, ambitransitive verb, regular verb, and irregular verb. In this research, it will be focused on transitive and intransitive verbs.

a) Transitive verb

Transitive verbs are verbs that have an object in the sentence.³⁸ To identify them we can ask the question what is the/did the subject –verb-? example: John is eating apple. Here the verb is buys and the subject is John. If we form the question, what is John eating? The answer is apple.

³⁶ Barbara Dykes, *Grammar For Everyone; practical tools for learning and teaching grammar*, (Victoria : Acer Press), 2007, p. 41

³⁷ Howard Sargeant, *Op. Cit* , p. 52

³⁸ *Ibid*, p. 55

b) Intransitive verbs

Intransitive verbs are verbs that do not have an object in the sentence.³⁹ It is telling us about the action the subject but there is no specific object for the action. Example: The boys are playing. Here, if we ask the question what are the boys playing? There is no answer which means that in the sentence playing is an intransitive verb.

3) Adjective

The word 'adjective' is from Latin *adjacere* meaning 'throw to' or 'add'. In the grammatical sense, this means to add the characteristics of something.⁴⁰

Adjectives describe nouns and pronouns. It gives information about people, place, and things. Adjectives can be used before and after nouns.

There are kinds of adjectives, they are adjectives about size of people or thing. Example, (a big house, a high mountain), adjectives about color of things. Example, (a red carpet, a black shoes), adjectives about describing quality. Example, (a beautiful girl, a rich family), adjectives about what things are made of. Example, (a plastic folder, a paper bag), adjectives are made from proper nouns of place are called adjectives of origin. Example, (a Mexican hat, a Japanese lady).⁴¹

³⁹ *Loc. Cit.,*

⁴⁰ Barbara Dykes, *Op. Cit*, p. 53

⁴¹ Howard Sargeant, *Op. Cit*, p. 33

3. Concept of Direct Method

a. Definition of Direct Method

People can learn vocabulary through many methods. One of the methods is through direct method. The direct method is not new. Its principle has been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the grammar translation method was not very effective in preparing students to use the target language communicatively. The direct method becomes popular.⁴²

According to Freeman, the direct method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target language through the use of demonstration and visual aids, with no recourse to the students' native language.⁴³ It means that it can stimulate activity and creativity of students in teaching and learning process. Besides, it can help the students to master the language skills, particularly vocabulary.

Brown states that Direct Method is the second learning should be more like first language learning – lots of oral interaction, spontaneous use of the language, no

⁴² Dian Larsen-Freeman, *Technique and Principles in Language Teaching*, (New York: University Press, 1986), P. 23

⁴³ Dian Larsen Freeman, *Loc. Cit*, p. 23

translation between first and second language, and little or no analysis of grammatical rules.⁴⁴ As Richard and Rodgers state that the teacher replaced the textbook in the early stages of learning. Speaking began with systematic attention to pronounce. Known words could be used to teach new vocabulary, using mime, demonstration, and pictures.⁴⁵ It means that it can motivate and help the students more active and have possibility to collect some new words.

According to Patel and Jain, Direct Method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the language itself, without the use of the pupil's language, without translation, and without the study of formal grammar. The first words are taught by pointing to objects or pictures or by performing actions.⁴⁶ It means that students can comprehend the words meaning by objects, pictures or performing action without translating in the target language. Besides, the teacher can show directly the material to the students in the learning process.

Harmer also states that translation was abandoned in favour of the teacher and the students speaking together, relating the grammatical forms they were studying to objects and pictures in order to establish their meaning. The sentence was still the main object of interest, and accuracy was all important.⁴⁷ As Schmitt states, direct

⁴⁴ H Douglas Brown, *Op.Cit*, p. 21

⁴⁵ Jack C. Richard and Theodore S. Rodgers, *Op. Cit.* P. 9

⁴⁶ Dr. M.F. Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques)*. (Jaipur: Sunrise Publishers & Distributors. 2008), p. 78

⁴⁷ Jeremy Harmer, *The Practice of English Language Teaching*. (London: Pearson Education, 4th ed, 2007), P. 63

method emphasized exposure to oral language, with listening as the primary skill. Meaning was related directly to the target language without the step of translation, and explicit grammar teaching was done played. Direct method had its problem. It required teacher to be proficient in the target language.⁴⁸ So, it can make the students more active in practicing their English. Besides, it helps students to concentrate and remember certain information well.

From the statement above, it can be concluded that Direct Method is a learning method for teaching foreign language that can help students to add and master the vocabulary in learning process which is more active and creative in practice English. Besides, it can improve communication and socialization among students in learning process. In Direct Method, the teacher can give directly the material without using pupil's language or translating. The teacher uses pictures or objects to learn vocabulary. So, the students can enjoy the language and comprehend the meaning of the words well.

b. Characteristics of Direct Method

The major characteristics of learning vocabulary through direct methods are:

1. The teacher introduces a new target language word or phrase, he demonstrates its meaning through the use of realia, pictures, or pantomime; he never translate it into the students' native language.

⁴⁸ Norbert Schmitt, *Vocabulary in Language Teaching*, (New York: Cambridge University Press, 2000). P. 12

2. Students speak the target language great deal and communicate as if they were in real situations.
3. Grammar is taught inductively; that is the students are presented with examples and they figure out the rule or generalization from the example. An explicit grammar rule may never be given.
4. Students practice vocabulary by using new words in complete sentences.⁴⁹

The direct method is one of the best methodologies in teaching vocabulary. The statement above, which vocabulary teaching and learning process is acquired more naturally if students use it in full sentences, rather than memorizing word lists, meanwhile concrete vocabulary is taught through demonstration, object, and pictures; abstract vocabulary is taught by association of ideas, these pictures enable the teacher to avoid the use of translation, which is strictly forbidden in the classroom. Grammar rules are not explicitly taught, but learned through practice. Students are encouraged to form their own generalizations about grammar through inductive methods.

c. Procedure of Direct Method

According to Freeman, there are some steps in Direct Method.

⁴⁹ Freeman, *Techniques and Principles*. Op. Cit P. 29

- 1) Choose particular situation (situation at the bank, at the supermarket, at the library, etc) or a particular an interesting topic (such as a job, sport, shopping, etc)
- 2) Bring the students to real conditions if it is possible. If it is possible we can bring some objects or pictures to the classroom
- 3) Introduce the method we will use (the rule) and tell what they will learn (vocabulary)
- 4) Ask the students to prepare their notebook, pen, etc
- 5) Describe and demonstrate the parts (the meaning) when we will teach the students. Do not translate the meaning into the student's native language
- 6) Repeat the process of teaching several times by demonstrating
- 7) Ask the students if they have question. Try to create question and answers sessions
- 8) Do the question and answer sessions several times⁵⁰

It means that, students are practiced their English in the situation context. The teacher can give directly material and describe, demonstrate the parts (meaning) if the students give the question that they do not know. After all, The students can create question and answers sessions.

⁵⁰ *Ibid* p. 33

d. The Procedure of Teaching Vocabulary Mastery through Direct Method

Teaching vocabulary mastery through Direct Method can be done by having the following procedure are these:

Pre Activity

1. The teacher gives greeting.
2. The teacher checks students' attendance list.
3. The teacher gives brainstorming to the students that related to the lesson will be learned.

While Activity

1. The teacher selects the certain topics, for example people (their jobs), animals (animals descriptions), things (describing things in the class). The teacher prepares a visual aid for example pictures that related to the topics.
2. The teacher asks the students to observe the pictures that related to the topics.
3. Start the research activity (teaching English vocabulary about people, animals and things). The first, the teacher shows the pictures. The second, the teacher gives directly material in the learning process by describing and demonstrating without translation the meaning. Finally, to know whether the students understand the lesson or not, the teacher asks the questions about the lessons that have been learned, for example where does the doctor work? The students' answer is hospital.

4. The teacher asks the students to write the words related to the pictures about the topics.
5. Repeat the process of teaching several times.
6. Ask if the students have any questions.
7. Carry out question answer session several times
8. To know the results of the students acquisition of the lesson. The teacher asks the students to do the test based on the material.

Post Activity

1. The teacher gives the conclusion about the lesson that related to the topics.
2. The teacher provides feedback on the learning process.
3. The teacher gives greeting.

e. The Advantages and Disadvantages of Direct Method

The advantages of direct method, there are:

- 1) This method is called natural method. The English is taught as the child learns his mother tongue.
- 2) The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language effectively.
- 3) This method is based on the the principle of “learning by Doing”. Thus this method is scientific and very effective.
- 4) New teaching points were introduced orally.
- 5) Both comprehension and speech were taught.

- 6) It observes scientific path of language acquisition: LSRW.
- 7) To learn any language means speak that language with fluently. Thus this method creates this ability in students.
- 8) This method helps students to enjoy the language. So the learners start using the language without fear.
- 9) Correct use of grammar and pronunciation were emphasized
- 10) Grammar was taught inductively.⁵¹

Disadvantages of direct method, there are:

- 1) For every sentence or subject matter, the teacher can not perform an action and show any object. It means that every subject matter can not be explained by an action or showing any object.
- 2) This method is not useful in over crowded classes.
- 3) This method does not help in important aspect of language learning like reading and writing.
- 4) To use this method in the class, the teacher should be mastered in subject. He should have active command on his teaching. He should be a perfect teacher.
- 5) This method requires many audio visual aids, which are very expensive so our schools can not afford such equipments.⁵²

⁵¹ Dr. M.F. Patel and Praveen M. Jain, *Op. Cit*, p. 80-81

⁵² *Ibid*, p. 81

To overcome those problems in disadvantages of Direct Method are:

- 1) The teacher should be more creative in teaching the students.
- 2) The teacher should bring the students to outside class and ask them to make groups in teaching process. After that give them the activities that related to the lesson.
- 3) The teacher should support the students in language learning to add their vocabulary. Because, in language learning like reading and writing, mastering of vocabulary is very needed.
- 4) Before, the teacher should study the material and must be creative. So, when the teacher teaches students, they feel enjoy and understand the material.
- 5) The teacher should be creative by providing the picture on the cartoon, using the picture in the power point, etc.

4. Concept of Grammar Translation Method

a. Definition of Grammar Translation Method

Based on the method used by the teacher in MTs Al Hikmah Bandar Lampung, the teacher used grammar translation method for teaching vocabulary. In this research, it is focused on grammar translation method as a teaching method that is used in control class. Grammar translation method may be classified as one of method that can be used in teaching vocabulary.

According to Patel and Jain, Grammar Translation Method is a method that tells every thing in English should be taught by translating into mother tongue.⁵³ It means that in the teaching and learning process, the teacher only uses students' the target language and asks the students to translating the sentence. This statement is also supported by Richard and Rodgers, Grammar Translation Method is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language.⁵⁴ It can be conclude that Grammar Translation Method can be classified as the way of studying a language by translating grammatical form of the target language.

Harmer states that Grammar translation method did exactly what they said. Students were given explanations of individual points of grammar and then they were given sentence which exemplified these points. These sentences had to be translated from the target language (L2) back to the students' first language (L1) and vice versa.⁵⁵ It means that in the learning process, the students are given the material about grammar and sentences. Besides, the students must translate the sentence from the target language to students' first language.

Concerning the explanation above, Grammar Translation Method is the process of teaching and learning method by making a replacement language in textual

⁵³ *Ibid*, p. 74

⁵⁴ Jack C. Richard and Theodore S. Rodgers. *Op. Cit*, p. 5

⁵⁵ Jeremy Harmer, *Op. Cit*, p. 63

material from one language into another language that emphasizes on equivalent rule.

b. Procedure of Grammar Translation Method

Below is the procedure of teaching vocabulary through grammar translation method according to Larsen and Freeman:

1. The class read a text written in a target language.
2. Students translate the passage from the target language to their mother tongue
3. The teacher asks the students in their native language if they have any question, students ask question and the teacher answer the question in their native language.
4. Students translate new word from the target language to their mother tongue.
5. Students are given a grammar rule and they apply the examples.
6. Students memorize vocabulary.
7. The teacher asks students to state the grammar rule.
8. Students memorize the rule of grammar.⁵⁶

c. The Advantages and Disadvantages of Grammar Translation Method

The advantages and disadvantages of teaching vocabulary by using grammar translation method as follows:

⁵⁶ Diane-Larsen Freeman, *Op. Cit*, p. 15-17

1) Advantages of Using Grammar Translation Method

- a. When words and phrases are translated into mother tongue, students understanding of those words become very better and quicker.
- b. The grammar translation method develops the art of translation.
- c. In this method the child associates foreign words so strong memory bound is created
- d. The words and phrase are easily learnt and explained if translation method is used.
- e. English grammar can be easily taught by comparing with the grammar of mother tongue.⁵⁷

2) Disadvantages of Using Grammar Translation Method

- a. The grammar translation method does not emphasis on the basic skills like listening, speaking etc.
- b. It is not possible to translate important aspect of spoken language like pronunciation, articulation, intonation, pauses, pitch etc.
- c. There are words, idioms, phrases in English for which words can not be translated into mother tongue. For example; prepositions and prepositional phrases.
- d. Grammar class can never be effective when there is use of translation of grammatical rules and their explanation.

⁵⁷ Dr. M.F. Patel and Praveen M. Jain, *Op. Cit*, p. 75

- e. It prevents students to think directly in English. Students first think in mother tongue and then in English. Thus it prevents establishing of direct bond between thought and expression.⁵⁸

To overcome those problems in disadvantages of Grammar Translation Method:

- 1) The teacher should help the students to practice English in daily activity that supported by the teacher. So, it can help the students to practice listening and speaking.
- 2) The teacher should practice the students to speaking and reading English in the class.
- 3) The teacher should give the explanation which the words that must be translated.
- 4) Before the teacher teaches students, the teacher should give the brainstorming that related to the material of grammar. So, the students can guess what they will learn without use of translation of grammatical rules and their explanation.
- 5) In the teaching and learning process, the teacher should not only uses mother tongue to explains the material. But, the teacher uses mix language and bring the pictures or object to teaches the students. So, the students can think directly in English.

⁵⁸ *Ibid*, p. 76

B. FRAME OF THINKING

Vocabulary is one aspect of language which is important in learning language because vocabulary carries meaning which is used in communication. Without mastering vocabulary well, learners cannot communicate well to the other people. In teaching and learning English, teaching vocabulary is important. The objective of teaching vocabulary is not only memorizing the list of words, but also the learners have to understand the meaning of that word, how to pronounce the word well, and how to use the word into the sentences or in daily life.

There are many kinds of methods in teaching vocabulary and teacher should have the ability to choose the appropriate method and implement it in the teaching learning process to obtain the goal. The use of an interesting aid is necessary to motivate the students to learn. This research will focus on teaching English vocabulary especially content words at the seventh grade of Junior High School by using direct method.

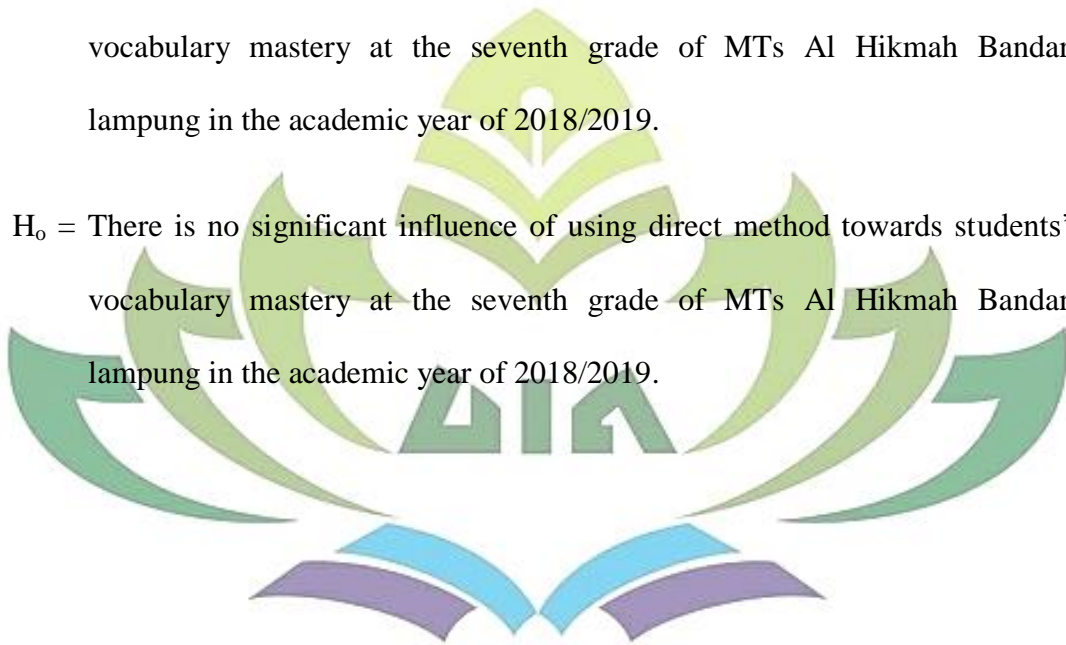
Direct method appears as one of the promising learn concept offering some new views in teaching and learning a second language especially vocabulary learning. Particularly direct method gives the learner the opportunity to think for themselves, compare their thinking with other learner. It is expected in teaching and learning vocabulary that memorializing and spelling the words will be gotten by understanding the meaning with the context of phrase of larger in situation.

C. THE HYPOTHESIS

Hypothesis is a hunch, assumption, suspicion, assertion or an idea about a phenomenon, relationship or situation, the reality or truth of which you do not know. So, hypothesis can be defined a weak truth statement towards problems on research and needs to prove the truth after collecting data. The hypothesis of this research are:

H_a = There is a significant influence of using direct method towards students' vocabulary mastery at the seventh grade of MTs Al Hikmah Bandar lampung in the academic year of 2018/2019.

H_o = There is no significant influence of using direct method towards students' vocabulary mastery at the seventh grade of MTs Al Hikmah Bandar lampung in the academic year of 2018/2019.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data.

In this research, the researcher used experimental design, which is the general plan to carrying out a study with and active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusion about the effect of the experimental treatment on the dependent variable.⁵⁹ It means that experimental design is a research design that is used to find the influence of one variable to another. So, this research was tested about the influence of using direct method towards students' vocabulary mastery at the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.

In experimental design, the researcher used quasi experimental research design, quasi experiments include assignment, but not random assignment of participants

⁵⁹ Donald Ary, et.al, *Introduction to Research in Education*, Eight Edition (Wadsworth: Cengage Learning, 2010), p. 301

to groups. This is because the experimenter cannot artificially create groups for the experiment.⁶⁰ The researcher selected two classes, one class as an experimental class and one class as a control class.

The researcher used pre-test post-test design. The researcher used two classes as the sample of the research; one was experimental class which was taught through direct method and another one as control class that was taught through grammar translation method. Both classes got the same materials. Research design is presented as follow:

Table 2
Pre-test Post-test Design

Select Experimental Group	Pre-test	Experimental Treatment	Post-test
Select Control Group	Pre-test	Control Treatment	Post-test

The researcher observed the result of the pre-test and post-test, and compared them. The researcher used pre-test and post-test design to measure both classes before the treatment to know the students' early achievement. Then, the treatment by direct method was given only to the experimental class, while for the control class was taught by grammar translation method. At the end of the research, the

⁶⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative research*(4th ed) (New York: Pearson Education, 2012), p. 309

students were given post-test in order to know their achievement after the treatment.

B. Variable of the Research

According to Ary, variable is a construct or a characteristic that can take on different values or scores. Researcher studied variables and the relationships that exist among variables. Height is one example of a variable; it can vary in an individual from one time to another, among individuals at the same time, among the averages for groups, and so on. Social class, gender, vocabulary level, intelligence, and spelling test scores are other examples of variables.⁶¹ It means that variable can be classified according to how they are measured and their functions in the research. Therefore, it can be classified as dependent variable and independent variable.

In this research, there were two variables as follows:

1. The independent variable of research was Direct method as variable (X).
2. The dependent variable was the students' vocabulary mastery as variable (Y).

C. Operational Definition of Variable

The variable in this research as follows:

⁶¹ Donald Ary, *Op.Cit*, p. 37

1. Independent Variable (X)

Direct method is a learning method for teaching foreign language that can help students to add and master the vocabulary in learning process which is more active and creative in practice English. Besides, it can improve communication and socialization among students in learning process. In Direct Method, the teacher can give directly the material without using pupil's language or translating. The teacher uses pictures or objects to learn vocabulary. So, the students can enjoy the language and comprehend the meaning of the words well.

2. Dependent Variable (Y)

Students' vocabulary mastery is students' ability to comprehend the meaning of vocabularies in learning process a foreign language especially English and add a lot of new words in such aspects as word meaning and word grammar including nouns, verbs and adjectives.

D. Population, Sample and Sampling Technique

1. Population

Ary state that a population is defined as all members of any well defined class of people, events, or objects.⁶² In other words, population is a number of groups interest to the researcher, a number of groups which she or he would like to find

⁶² *Ibid* , p. 148

out results of the research to be reported. Population of this research was the students at first semester of seventh grade MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019. Consist of five classes, from class A till class E. Table 3 showed the number of the students in detail:

Table 3
The Total Number of Students of seventh grade MTs Al Hikmah Bandar Lampung in the academic year of 2017/2018

No	Class	Gender		Total
		Male	Female	
1	VII A	10	20	30
2	VII B	15	15	30
3	VII C	11	17	28
4	VII D	12	14	26
5	VII E	14	12	26
Total		62	78	140

Source: Archieve of MTs Al Hikmah Bandar Lampung in academic Year of 2017/2018

2. Sample

The small group that is observed is called a sample.⁶³ It means that sample is part of individual members that chosen to present whole population. In this research, the researcher conducted the research in seventh grade students. The researcher used two classes as the sample of the research, one class as an experimental class was taught by using direct method, and another class as a control class was taught by using grammar translation method.

⁶³ *Loc. It* , p. 148

3. Sampling Technique

In getting the sample of this research, the researcher used cluster random sampling. Fraenkel and Wallen state that the selection of groups, or cluster, of subjects rather than individuals is known as cluster random sampling.⁶⁴ The researcher used this sampling because the population is in groups and the researcher took the sample from a group or a class where one class as control class and one class as experimental class. There were three procedures to take the classes as sample:

1. First, the name of each class was written in small piece of paper.
2. Then, these pieces of paper were rolled and put into a box
3. After that, the box shook until two of the rolled-paper out of box. First paper was as an experimental class and the second paper was as a control class

E. Data Collecting Technique

In this research the researcher used the data which were taken from pre test and post test.

1. Pre test

The pre-test is provided to investigate the students' vocabulary mastery achievement before treatments. The pre-test that used by the researcher was an objective test in the form of multiple choices. The multiple choice in which the students were asked to choose one correct answer from the options a, b, d, or d.

⁶⁴ Jack R. Fraenkel, Norman E. Wallen, *How to Design and Evaluate Research in Education* (7th ed) (New York: McGraw-Hill, 2009), p. 90

The items test for pre-test were determined by the validity and reliability analysis of the tryout. The result of pre-test was compared with the post-test. The researcher took the students' score to know their vocabulary mastery before being given the treatment.

2. Post test

A post test is a measure on some attribute or characteristic that was assesses for participants in an experiment after treatment.⁶⁵ It means that post test was conducted to know the students' vocabulary mastery after they were taught by using direct method. The post-test were administered after the pre-test and the treatment were given to know the students' vocabulary mastery. The type of questions in vocabulary was multiple choice test and it had same difficulty and the scoring system as in the pre-test.

F. Research Instrument

According to Margono, the research instrument is defined as a tool of data collecting that has to be planned well and designed in various form to get empirical data as it is in reality.⁶⁶ Research Instrument is anything used to collect data.⁶⁷ In this research, the instrument was vocabulary test. The researcher gave

⁶⁵ John W. Creswell, *Education Research* (4th ed), Op. Cit, p. 297

⁶⁶ S. Margono, *Methodology Penelitian Pendidikan*,(Jakarta: Rineka Cipta, 2014), p. 155

⁶⁷ James B. Schreiber, Kimberley Asner-self, *Educational Research*,(Chennai: JohnWiley and Sons, Inc, 2011), p. 126

test in form of multiple choice tests to get the data about vocabulary mastery in this case noun, verb and adjective.

Table 4
The Specification of Test for Pre-test and Post-test before Validity Test

No.	Aspect	Subject		Odd	Even	Total	Distribution	
							Odd	Even
1.	Word meaning	Noun	Common Noun	2	1	3	1, 37	28
			Proper Noun	1	1	2	39	44
			Countable Noun	1	1	2	9	10
			Uncountable Noun	2	1	3	5, 15	2
		Verb	Transitive Verb	2	2	4	7, 33	18, 32
			Intransitive Verb	2	1	3	17	16, 26
		Adjective	Describing Quality	1	2	3	45	4, 42
2.	Word Grammar	Noun	Common Noun	2	3	5	13, 23	30, 34, 38
			Proper Noun	2	1	3	41, 43	24
			Countable Noun	2	2	4	25, 31	6, 8
			Uncountable Noun	2	2	4	3, 27	40, 50
		Verb	Transitive Verb	2	3	5	19, 29	12, 20, 49
			Intransitive Verb	2	2	4	21, 47	22, 48
		Adjective	Describing Quality	2	3	5	11, 35	14, 36, 46
Total						50		

Based on the table 4 above, the word meaning of nouns consists of ten numbers.

They were number 1, 5, 9, 15, 37, 39, for odd numbers and 2, 10, 28, 44 for even

numbers. The word meaning of verbs consists of seven numbers. They were number 7, 17, 33, for odd numbers and 16, 18, 26, 32, for even numbers. And the word meaning of adjectives consists of three numbers. They were 45 for odd number and 4, 42 for even numbers.

In word grammar of nouns consists of sixteen numbers. They were 3, 13, 23, 25, 27, 31, 41, 43, for odd numbers and 6, 8, 24, 30, 34, 38, 40, 50 for even numbers.

In word grammar of verbs consists of nine numbers. They were 19, 21, 29, 47, for odd numbers and 12, 20, 22, 48, 49 for even numbers. And the word grammar of adjectives consists of five numbers. They were 11, 35 for odd numbers and 14, 36, 46 for even numbers. Hence, they were 50 numbers in pre-test and post-test before validity test.

Table 5
The spesification of test for pre-test and post-test after validity test

No.	Aspect	Subject		Odd	Even	Total	Distribution	
							Odd	Even
1.	Word meaning	Noun	Common Noun	1	1	2	1	14
			Proper Noun	1	0	1	19	-
			Countable Noun	0	1	1	-	6
			Uncountable Noun	2	0	2	3,7	-
		Verb	Transitive Verb	3	0	3	5,9,15	-
			Intransitive Verb	1	1	2	13	8
		Adjective	Describing Quality	2	0	2	21,23	-

2.	Word Grammar	Noun	Common Noun	1	2	3	11	16,18
			Proper Noun	0	3	3	-	14,20,22
			Countable Noun	0	1	1	-	4
			Uncountable Noun	0	1	1	-	2
		Verb	Transitive Verb	1	1	2	25	10
			Intransitive Verb	0	1	1	-	24
		Adjective	Describing Quality	1	0	1	17	-
Total					25			

Based on the table 5 above, the word meaning of nouns consists of six numbers. They were number 1, 3, 7, 19, for odd numbers and 6, 14 for even numbers. The word meaning of verbs consists of five numbers. They were number 5, 9, 13, 15, for odd numbers and 8 for even number. And the word meaning of adjectives consists of two numbers. They were 21, 23 for odd number and there was no for even number.

In word grammar of nouns consists of eight numbers. They were 11 for odd number and 2, 4, 14, 16, 18, 20, 22 for even numbers. In word grammar of verb consists of three numbers. They were 25 for odd number and 10, 24 for odd numbers. And the word grammar of adjectives consists of one number. They was 7 for odd number and there was no for even number. Hence, they were 25 numbers in pre-test and post-test after validity test.

G. Research Procedure

There were three procedures in conducting this research, they were:

Planning

Before the researcher applies the research procedure, the researcher made some plans to run the application well. There were some steps that should be done by the researcher. The procedures of the research can be seen as follows:

1. Determining Subject of the Research

The subject of the research was the students of seventh grade of MTs Al-Hikmah Bandar Lampung in academic year 2018/2019 as the subjects of the research, one class as the experimental class and other one as control class.

2. Selecting Material

The researcher selected the material based on curriculum for Junior High School.

3. Preparing the try out

The try out was administered to know the quality of the test. The researcher prepared a kind of test (called try-out test). The total number of the test was 50 items. Then the researcher evaluated the test items to get good items that used in pre-test and post-test.

4. Administering the pre test

The researcher prepared a kind of test (called pre-test) that was given to the students. The pre test was administered in order to find out the students' vocabulary mastery achievement before treatments.

5. Conducting treatment

After giving the pre-test for the students, the researcher gave the material in three meetings for the experimental class. In treatment, the researcher as the teacher taught the students by using direct method in the experimental class. Meanwhile, in the control class, the teacher taught the students by using grammar translation method that has been taught by the teacher there.

6. Administering the post test

The researcher prepared a kind of test (called post-test) that was given to the students. The aim of this test is to measure the students' vocabulary mastery achievement after being given treatments.

Application

After making the planning, the researcher tried to apply the research procedure.

There were some steps in doing this research:

1. In the first meeting, the researcher gave try-out to the students. The test was multiple choices that consist of 50 items with four alternative options answer

was a, b, c, and d, to evaluate the test items before used to pre-test and post-test items.

2. In the second meeting, the researcher gave the pre-test to the experimental class and control class. This test was multiple choice with 4 options (a,b,c, and d). The total number of the test items were determined by the validity and reliability analysis of the try-out.
3. In the third meeting, the researcher conducted the treatment in three meetings for the experimental class. Meanwhile, in the control class the teacher taught the students that has been taught by the teacher there.
4. In the last meeting, the researcher gave post-test to the experimental class and control class. The test was multiple choice with 4 options (a, b, c, and d). The total number of the test items were determined by the validity and reliability analysis of the try-out. It means that only the valid and reliable test items that were used in the pre-test.

Reporting

The last point in the research procedure was reporting. There were three steps which should be done in reporting. The steps were as follows:

- a. Analizing the data that are already received from try-out test.
- b. Analizing the data that are already received from pre-test and post-test
- c. Making a report on the findings.

H. Scoring Scale for Evaluating Students' Vocabulary Mastery

Before getting the score, the researcher determined the procedure to be used in scoring the students' work. In order to do that, the researcher used Arikuntos' formula. The highest score is 100. The scores of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} 100$$

Where:

S : The Score

R : The total of the right answer

N : The total items

I. Validity and Reliability of the Test

a. Validity of the Test

Ary says that Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.⁶⁸ To measure whether the test has good validity or not. Therefore, the researcher used content validity and construct validity.

1. Content Validity

Content validity associated with all the test items contained in a measuring instrument. It means that to get content validity the test was adapted with an

⁶⁸Donald Ary, Op. Cit, p. 224

English teacher and the student book that was the test suited with subject that was taught to the students.

2. Construct Validity

To measure construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. Construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct. In the other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can be measured and examined. Therefore, construct validity is focus on kind of the test that cab be used to measure the ability. In this section, the researcher consulted with the English teacher to make sure that instruments were valid.

b. Reliability of Test

The reliability of a measuring instrument is the degree of consistency with which it measure whatever it is measuring. This quality is essential in any kind of measurement. People who use such measurements must identify and use techniques that will help them determine to what extent they measuring instrument are consistent and reliable.⁶⁹ Reliability means that scores from an instrument are able and consistent. To get the reliability of the test, the researcher

⁶⁹ Donald Ary, *Op.Cit*, p. 236

used coefficient Cronbach Alpha to calculate the reliability test.⁷⁰ The statistical formula for counting the reliability as follows:

$$r_{11} = \left(\frac{k}{k-1} \right) \left(\frac{s_t^2 - \sum pq}{s_t^2} \right)$$

Notes:

r_{11} = reliability of test

k = the total items

s_t^2 = the total variants

$\sum pq$ = sum of $p \times q$

P = total of students who get right in the test

q = total of students who get wrong in the test ($q=1-p$).

Here are the criteria of reliability test:

0.800 – 1.000 : Very high

0.600 – 0.800 : High

0.400 – 0.600 : Medium

0.200 – 0.400 : Low

0.00 – 0.200 : Very low⁷¹

⁷⁰ Novalia and Muhamad Syazali, *Olah Data Penelitian Pendidikan*, Bandar Lampung, (AURA, 2014), p. 39

⁷¹ Doughlas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisco: Longman, 2003), p. 75

J. Data Analysis

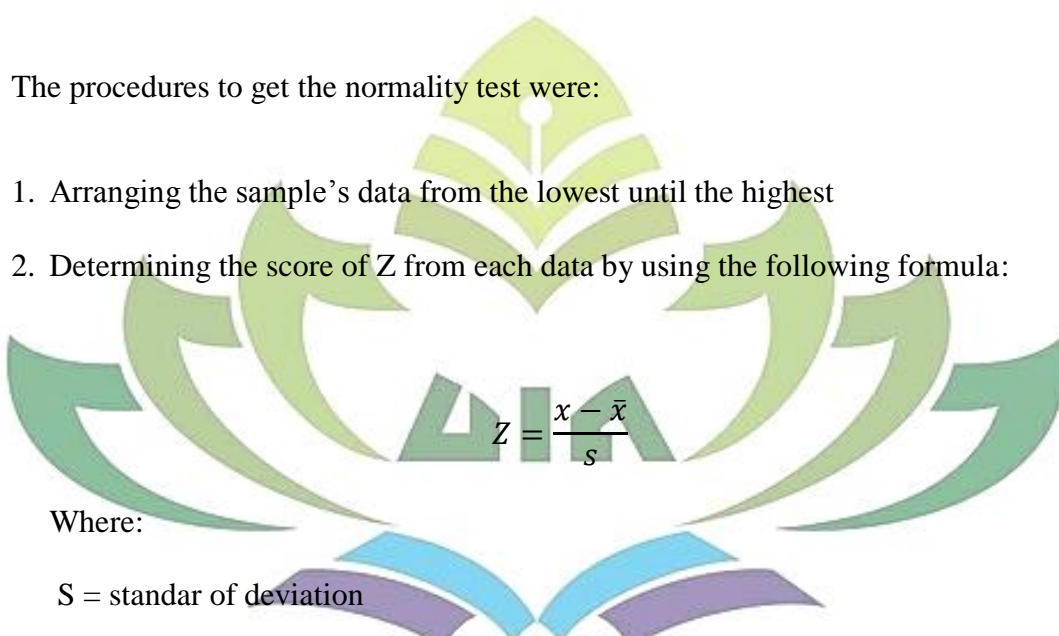
The data was statistically analyzed by using technique and steps as the following formula shows:

a. Normality Test

The researcher used normality test to know whether the data had a normal distribution or not.⁷² In this research, the researcher used the test *liliefors* for normality. When the data had been collected, so the normality test is as follows:

The procedures to get the normality test were:

1. Arranging the sample's data from the lowest until the highest
2. Determining the score of Z from each data by using the following formula:


$$Z = \frac{x - \bar{x}}{s}$$

Where:

S = standar of deviation

X = single datum

\bar{X} = coefficient of single datum

3. Determining the probably of each Z score with f(Z) by using

If $Z > 0$, then $f(Z) = 0.5 + \text{table score}$

⁷² Ag Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing* (1st ed) (yogyakarta, Graha Ilmu Press, 2006), p. 169

If $Z < 0$, then $f(Z) = 1(0.5 + \text{table score (SZ)})$

4. Counting the cumulative frequency of Z score (SZ)
5. Determining the L_o score with the highest score to compare to the L_t score from the table of *liliefors*.
6. The hypotheses for the normality test are formulated as follows:

H_o : the data are normally distributed

H_a : the data are not normally distributed

7. The criteria are as follows:

1. H_o is accepted if $L_{\text{Observed}} \leq L_{\text{Critical}}$, it means that the data are in normal distribution.
2. H_a is accepted if $L_{\text{Observed}} > L_{\text{Critical}}$, it means that the data are not in normal distribution.⁷³

b. Homogeneity Test

Homogeneity test was used to determine wheather the data obtained from the sample homogeneous or not. In this research, the researcher used the test of two variances of *fisher test* for homogeneity of test.⁷⁴

The formula is:

$$F = \frac{S_1^2}{S_2^2}$$

⁷³ Sudjana, *Metode Statistika*, (Bandung: Tarsito, sixth edition, 2005), p. 466

⁷⁴ Ibid, *Sudjana*, p. 249

Where:

F : Homogeneity

S^2_1 : The highest variance

S^2_2 : The lowest variance

The hypotheses for the homogeneity test are:

H_0 = The variance of the data are homogeneous

H_a = The variance of the data are not homogeneous

The criteria for homogeneity test are as follows:

H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$

c. Hypothetical Test

To investigate whether there is influence of direct method on students' vocabulary mastery, the researcher used t-test to analyze the data. In this case, the researcher used the following formula :

$$T = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

Where:

T = T – test

M_x = Mean of experimental class

M_y = Mean of control class

$\sum x^2$ = Average deviation in experimental class

$\sum y^2$ = Average deviation in control class

N_x = Number of students in the control class

N_y = Number of students in the experimental class

With $df = N_x + N_y - 2$.⁷⁵

The criteria of the test are as follows:

H_a is accepted if $t_{\text{observed}} > t_{\text{critical}}$

H_o is accepted if $t_{\text{observed}} \leq t_{\text{critical}}$

In this case, the researcher used the level of significance α 0.05.

The hypotheses are:

H_a : There is significant influence of using direct method towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.

⁷⁵ Anas Sudijono, *Pengantar Statistika Pendidikan* (Jakarta: Rajawali Pers, 2010), p. 317

H_o : There is no significant influence of using direct method towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.



CHAPTER IV

RESULT AND DISCUSSION

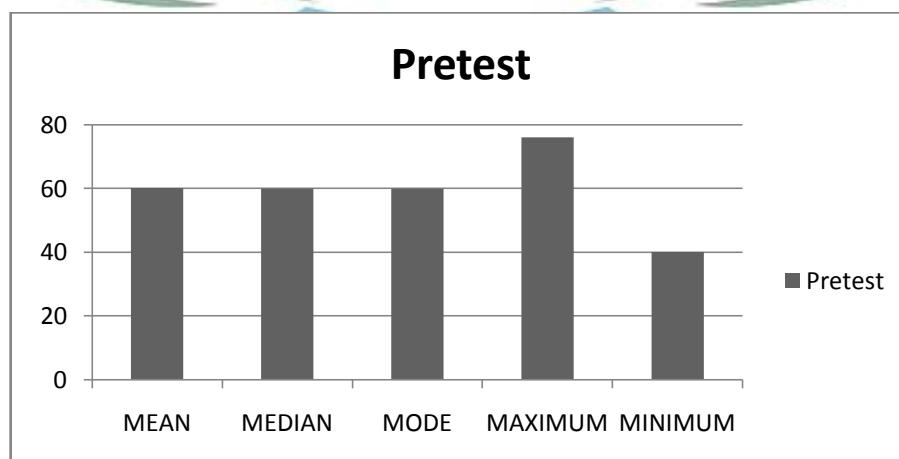
A. Result of the Research

The researcher got the data in the form of score. The score was derived from pre test and post test. The pre test and post test was held on August 2018. The researcher conducted pretest before treatments given and post test after treatment given. The test was multiple choice test which consist of 25 items for each test.

1. Result of Pre-test in Experimental Class

The researcher conducted pre-test in order to see students' vocabulary mastery before the treatment. The score of the students' vocabulary mastery that were tested in pre-test can be seen in figure 1.

Figure 1
Graph of the Result of the Pre-test in Experimental Class



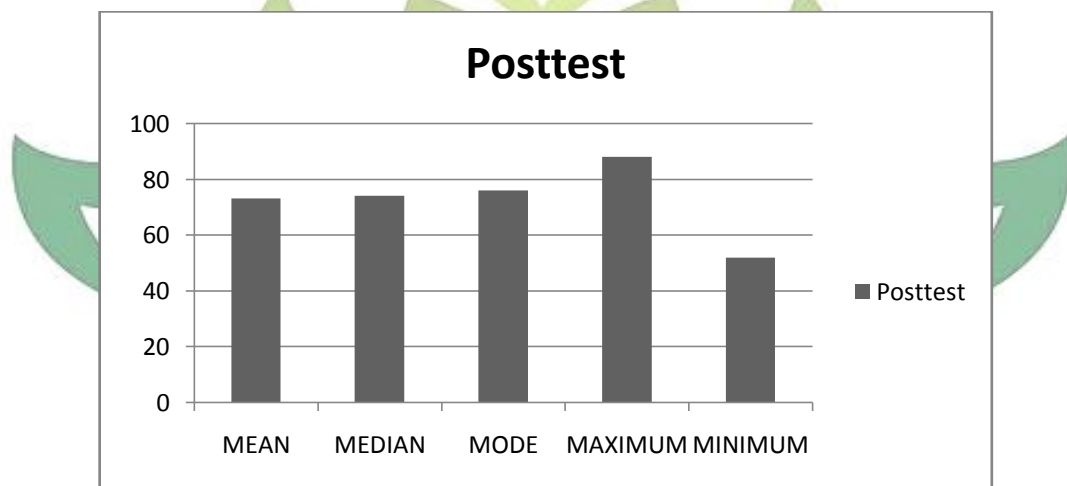
(Graph of the students' vocabulary mastery of the Pre-test in Experimental Class)

Based on figure 1, the mean score of pre-test in experimental class was 60.14, the highest score was 76 and the lowest was 40. The median score was 60 and the mode score was 60 in which there are 5 students got this score (see appendix 11).

2. Result of Post-test in Experimental Class

The Post-test was administrated in order to know students' vocabulary mastery after the treatments given. It can be seen from the post-test score of students' vocabulary mastery in the experimental class in figure 2.

Figure 2
Graph of the Result of the Post-test in Experimental Class



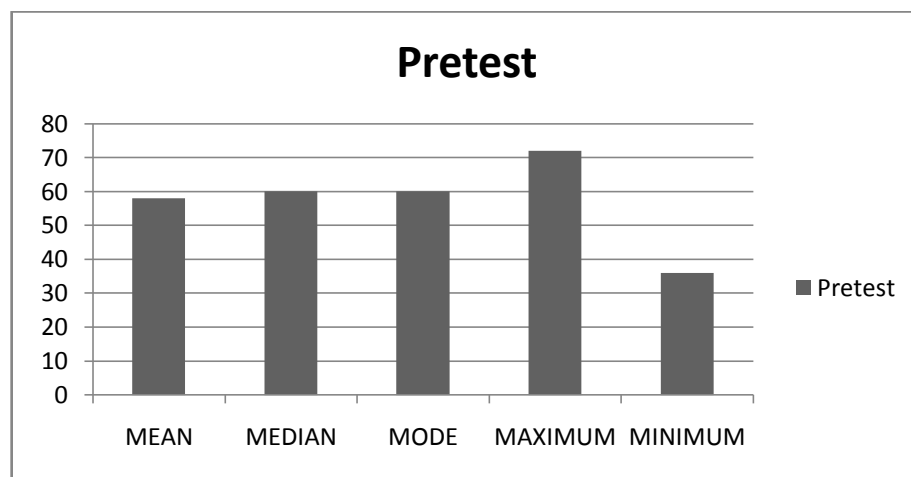
(Graph of the students' vocabulary mastery of the Post-test in Experimental Class)

Based on figure 2, the mean score of post-test in experimental class was 73.14, the highest score was 88 and the lowest was 52. The median score was 74 and the mode score 76 (see appendix 11).

3. Result of Pre-test in Control Class

Pre test in control class conducted on August 9th 2018. The result of pre test of VII A as the control class can be seen on the Figure 3.

Figure 3
Graph of the Result of the Pre-test in Control Class



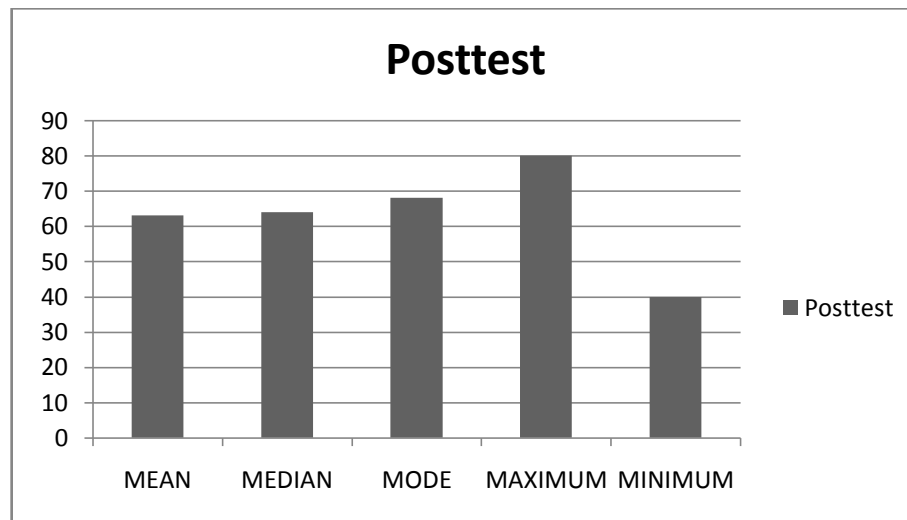
(Graph of the students' vocabulary mastery of the Pre-test in Control Class)

Based on the figure 3, the mean score of pre-test in control class was 58, the highest score was 72 and the lowest was 36. The median score was 60 and the mode score was 60 in which there are 7 students got this score (see appendix 11).

4. Result of Post-test in Control Class

The Post-test was administrated in order to know students' vocabulary mastery after the treatments given. It can be seen from the post-test score of students' vocabulary mastery in the experimental and control class in figure 4.

Figure 4
Graph of the Result of the Post-test in Experimental Class



(Graph of the students' vocabulary mastery of the Post-test in Control Class)

Based on the figure 4, the mean score of post-test in control class was 63.07, the highest score was 80 and the lowest score was 40 (see appendix 11).

According to the data of post-test above, it can be seen that the mean of post-test in experimental class was 73.14 and the mean in control class was 63.07. The mean in experimental class was higher than control class, it was indicated that students' vocabulary mastery have increased after they got treatments by using Direct Method.

5. Gain Score

The researcher got gain score from post-test score reduced by pre-test score. Gain score was used to analyze normality, homogeneity and hypothetical independent t-

test. If gain score in this manner positive, it indicated that post-test score was higher than pre-test. A negative gain score indicated that the post-test score was lower than pre-test. The gain score of the students in this research can be seen in (appendix 11).

B. Result of Data Analysis

1. Result of Normality

The normality test is used to measure whether the data in both control class and experimental class are normally distributed or not. In this case, the researcher used *liliefors* formula to test the normality of the data.

The hypothesis for normality test formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

The test criteria:

H_0 is accepted if $L_{\text{observed}} \leq L_{\text{critical}}$, it means that the data are in normal distribution.

H_a is accepted if $L_{\text{observed}} > L_{\text{critical}}$, it means that the data are not in normal distribution.

Table 6
Normality of the Control and Experimental Class

Class	Pre-test		Post-test		Conclusion
	L_{observed}	L_{critical}	L_{observed}	L_{critical}	
Control	0,0797	0,1610	0,0695	0,1610	Normal
Experimental	0,0992	0,1730	0,0718	0,1730	Normal

Based on the tabel 6, it can be seen that in control and experimental class, shown $L_{\text{observed}} \leq L_{\text{critical}}$. The researcher concluded that the data in both classes were in normal distribution (see Appendix 12-13).

2. Result of Homogeneity Test

The hypothesis for the homogeneity test formulated as follows:

H_0 = The variance of the data are homogeneous

H_a = The variance of the data are not homogeneous

The criteria for homogeneity test are as follows:

H_0 is accepted if $F_{\text{observed}} \leq F_{\text{critical}}$

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$

Table 7
Homogeneity Test

	Biggest variant	Smallest variant	F_{observed}	F_{critical}	Conclusion
Pre-test	99.0345	83.5344	1.1856	1.93	Homogeneous

Post-test	97.8575	89.9048	1.0885	1.93	Homogeneous
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From the data gained the homogeneity test for pre-test is 1.1856 while the dk (29;27) so $F_{critical}$ is 1.93. It can be seen that $F_{observed}$ is lower $F_{critical}$ ($F_{observed} \leq F_{critical}$) it means that the variance of the data of pre-test in both control class and experimental class were homogeneous (see Appendix 14).

The homogeneity test for post-test 1.0885 while the dk (29;27) so $F_{critical}$ is 1.93. It can be seen that $F_{observed}$ is lower than $F_{critical}$ ($F_{observed} \leq F_{critical}$) it means that the variance of the data of post-test in both control class and experimental class were homogenous (see Appendix 14).

3. Result of Hypothetical Test

The hypotheses are:

H_a : There is significant influence of using Direct Method towards students' vocabulary mastery.

H_o : There is no significant influence of using Direct Method towards students' vocabulary mastery.

The criteria of the test as follows:

H_a is accepted if $t_{observed} > t_{critical}$

H_o is accepted if $t_{observed} \leq t_{critical}$

In this case, the researcher used the level of significance $\alpha = 0.05$.

Table 8
T-test of Pre-test and Post-test in Experimental Class and Control Class

Pre-test and Post-test	N	t_{observed}	t_{critical}	Conclusion
	58	3.6521	2.021	Significant difference

Based on the calculation was obtained t-test is 3.6521 while the df (number of sample from both control and experimental class subtracted by 2) is 56. So that the result of level of significant 0.05 is 2.021. From this, it can be seen that the result of t_{test} is $t_{\text{observed}} > t_{\text{critical}}$ H_a is accepted because $3.6521 > 2.021$. Then it can be assumed that there is significant influence of using Direct Method towards students' vocabulary mastery (see appendix 15).

C. Treatments Description

After conducting the pre-test, the researcher conducted three times treatments. The first treatment was administered on August, 14th 2018 at 14:20 to 15:40 p.m. The lesson was begun by greeting the students, introducing the researcher and checking their attendance. The next step was teaching learning process. Before applying the method, the researcher gave material about noun, verb and adjective. The topic in the first treatment was learning noun, verb and adjective in jobs (their jobs). The teaching and learning process was attended by 28 students. As the material fully delivered, the researcher implemented Direct Method. The

researcher explained the rule of the method to the students. The researcher selected the certain topic about jobs. Then the researcher prepared the pictures that related to the jobs. After that the researcher asked the students to observe the pictures and mention it. Then, the researcher gave directly material in the teaching and learning process by describing and demonstrating without translating the meaning. After that, the researcher asked the questions about the lessons that had been learned. The students were asked to write the words related to the pictures about jobs. Finally, the researcher carried out question answer session several times. In the last activity, the researcher together with the students made conclusion of what they have learned. After that the researcher evaluated by giving the questions based on the text. Then the researcher closed the first meeting.

The second treatment was administered on August, 21st 2018 at 14:20 to 15:40 p.m. The researcher did almost the same activity to begin the class as what the researcher did in the first treatment. But the learning material in the second meeting was about noun, verb and adjective in animal description. In the second treatment, it was better the first treatment, because the students knew the method and material before the lesson began. The procedure of Direct Method was done better than previous treatment, therefore the students more active and motivate in learning process with the second treatment.

The third treatment was administered on August, 22nd 2018 at 16:00 to 17:20 p.m. The researcher held the activity as usual from beginning until closing. The activities in the third meeting still same as the first and second meeting. The learning material in the third meeting was about noun, verb and adjective in describing things in the class.

D. Discussion

The students' vocabulary mastery at MTs Alhikmah Bandar Lampung was still low. It is proven by the score of the students in preliminary research. There were 66.43% of the students who got the score under 70 as the KKM. It means that the students' vocabulary mastery is still low and need to be increased. To solve the problem, the researcher applied Direct Method in teaching vocabulary. Thus, the objective of this research was to know whether there is influence of using Direct Method towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.

This research had been carried through six steps. They involved try out test, pre-test, three times of treatments and post-test. The research had been conducted since August, 3rd 2018 at 13:00 to 14:20 p.m. It was begun by giving tryout test to the students in VII B as tryout class. The researcher prepared 50 test items as the instrument of the test items for pre-test and post-test. From 50 test items of tryout, some items were chosen as the instrument of the test. The choosing of the

instrument had been done by considering two categories, validity and reliability.

After being tryout, the research used 25 questions for pre-test and post-test.

Before conducting treatments, the researcher conducted the pre-test for experimental class on August, 7th 2018 at 16:00 to 17:20 p.m and control class on August, 9th 2018 at 13:00 to 14:20 p.m. In pre-test the test items consist of 25 items of multiple choice test with four options (a, b, c and d). The result shown that the mean in control class was 58 and in experimental class was 60.14.

After finishing the treatments, the researcher conducted post-test for experimental and control class. Both control and experimental classes were tested with the same test items. The post test in experimental class was conducted on August, 28th 2018 at 14:20 to 15:40 p.m, and control class on August, 30th at 13:00 to 14:20 p.m. In the post-test, the test items consist of 25 items of multiple choice test with four options (a, b, c and d). The result of the post test was shown that mean in control class was 63.07 and mean in experimental class was 73.14.

Based on the result of pre-test and post-test score above, it showed that the mean in pre-test score of experimental class was 60.14 and in the post-test score was 73.14, while the mean in the pre-test score of control class was 58 and in post-test was 63.07. It is also proved by result t-test that shows that the t_{observed} is higher than t_{critical} . It means that Direct Method has significant influence towards students' vocabulary mastery. The result of t-test shows that the value of t_{critical} at

significant degree 5% and $df=56$ is 2.021, while the value of t_{observed} is 3.6521. It means that H_0 is rejected and H_a is accepted, there is significant influence of using Direct Method towards students' vocabulary mastery.

The result of data analysis showed that the use of direct method in teaching vocabulary seemed to be applicable for the seventh grade of MTs Alhikmah Bandar Lampung. The method made the students easier to memorize the vocabulary. It means that this research enriches the previous research that was conducted by Ansori entitled Developing English Vocabulary through Direct Method of the First Grade at Mts Guppi Karang Sari Air Naningan Tanggamus Lampung 2010/2011. He concluded that using Direct Method to developing English vocabulary can arise the students' interest and it can create good atmosphere and motivate the students in order to increase their vocabulary.

Similar research was conducted by Wendy entitled The Effect of Using Direct Method on the Students' Speaking Ability at the First Year of Islamic Senior High School of Daarun Nahdhah Tawalib Bangkinang District of Bangkinang Seberang Regency of Kampar 2011/2012. He states that the students get good speaking ability after being taught by using Direct method. The students' speaking ability improves and is significantly better than before teaching using Direct method. As a result, teaching speaking using Direct method is effective to teach English, especially for the students' speaking ability.

From the explanation above, it can be concluded that there is influence of using Direct Method towards students' vocabulary mastery at the first semester of the seventh grade of MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

At the end of the research, the post-test was given to measure the influence of direct method towards students' vocabulary mastery both classes after treatment done. The mean score of post-test in experimental class was 73.14 and the mean score of post-test in control class was 63.07. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class. The result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected and (H_a) was accepted. It means that Direct Method can give a significant influence towards students' vocabulary mastery. It can be proved from the hypothesis test. The result of t-test at significance degree 5% and $df = 56$ is 2.021, while the value of t_{observed} is 3.6521.

Based on result of data analysis, the researcher concluded that there was significant influence of direct method towards students' vocabulary mastery in the first semester of the seventh grade at MTs Al Hikmah Bandar Lampung in the academic year of 2018/2019.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. For the Teacher

- a. The teacher should be able to find many ways to improve students' vocabulary mastery and able to apply it.
- b. The teacher can use Direct Method to improve the students' vocabulary mastery because it is enjoyable and can motivate the students.
- c. The teacher should give chance to the students to be more active in teaching learning process.

2. For the Students

- a. The students should also have high motivation and practice what they learnt from their teacher everywhere and every time to increase their skill in vocabulary mastery indirectly.
- b. The students should learn English by using direct method in order to develop their vocabulary mastery.

3. For other Researcher

Other researchers are suggested to do a similar research with other components or skills by using a wider scope and larger population. Therefore, the result will be more applicable in a tertiary level. The researcher hopes there will be some corrections and critics from the other researcher who read and investigate this thesis.

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